CROSSWALK
PERFORMANCE MANAGEMENT PLAN REVISIONS

General Changes

Pertinent Information	Suggestions for Success
• Reflection Responses have been moved to a separate document.	• Use the Reflection Response document to guide the process of gathering information and brainstorming. This document will not be submitted to ASBCS.
• A separate instructions document is now provided to assist in understanding the process and expectations. This document is called the *PMP Guide for Charter Holders*.	• Ensure that the *PMP Guide for Charter Holders* is utilized to complete the PMP template correctly.
• A "Terms to Know" section has been included in the *PMP Guide for Charter Holders* to ensure all stakeholders have the same understanding. "Terms to Know" are underlined in the PMP template for the Charter Holder's convenience.	• Review the "Terms to Know" to confirm understanding of the criteria ASBCS staff uses in evaluations.
• Guiding Questions have been revised for clarity.	• Reread every question to determine whether the previous PMP included the level of detail expected, or if additional detail is required.
	• The sections in some areas have been reordered. As the PMP is revised, ensure that previously used information is included in the appropriate section.
	• Guiding questions now ask for an "ongoing process" and prompt for the inclusion of criteria.

Template Changes

Old PMP Terminology	New PMP Terminology	Additional Guidance
• **Action steps were numbered and named.**	• Action steps now utilize a drop down for numbering. Naming the action step now occurs below the numbering.	• Ensure all action steps are numbered and clearly named.
• **Responsible Party(ies)**	• Now called "Person(s) Responsible"	
• **Intervals**	• Now called "Frequency and/or timing"	• Verify the definitions of frequency and timing in the "Terms to know"
• **Documentation**	• Now called "Evidence of Implementation"	• List any/all documents that will confirm steps have been/will be implemented.
• **Essential Details**	• Now called "Process for Implementing Action Step"	• Verify that the Action Step includes a detailed process with step by step instructions.

Area: Data

Section	Old PMP	New PMP	Additional Guidance
Internal Data	• 3 Guiding Questions provided • Prompted for Action Steps • Prompted for discussion of analysis	• Guiding Questions are no longer provided in this section. • Action Steps are no longer included in this section. • Separates internal benchmarking data to be entered in a table. • Provides a second table with specific information to address each assessment measure. This includes who will be measured, what identifying data is used, and how the data will be presented.	• Ensure all rows and columns are complete for each assessment measure. • Ensure an explanation of the validity and reliability of the internal data is included in the PMP.

Area: Curriculum

Section	Old PMP Question	New PMP Question Changes	Additional Guidance
Evaluating curriculum	• What will be the Charter Holder's process for evaluating curriculum? • How will the Charter Holder evaluate how effectively the curriculum enables students to meet the standards? • How will the Charter Holder identify gaps in the curriculum?	• What ongoing process will the Charter Holder use to evaluate curriculum? What criteria will guide that process? • What ongoing process will the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards? What criteria will guide that process? • What ongoing process will the Charter Holder use to identify <u>curricular gaps</u>? What criteria will guide that process?	• Confirm understanding of the language as clarified. • Ensure your action steps describe a clear, implementable process.

Adopting/ Revising Curriculum	• What will be the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?
	
	• Who will be involved in the process for adopting or revising curriculum?
		• Now 2 separate questions (in separate sections):
		  o (From Section B) After curriculum is evaluated, what process will the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria will guide that process?
		  o (From Section C) After curriculum is evaluated, what process will the Charter Holder use to determine if curriculum must be revised? What criteria will guide that process?
		
		• This question has been deleted, but should be included as the "Person(s) Responsible" in your answers to Guiding Questions 1 and 2 in sections B and C.
			• Adopting and revising curriculum were previously combined, and are now 2 separate sections.
			
			• Separate responses in this section to address adopting and revising separately in the correct place on the template.
			
			• Revised questions now reference preceding questions in the PMP to provide further clarity in creating a comprehensive process.

	• When adopting curriculum, how will the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	• Now 2 separate questions (in separate sections) with the addition of revision:
		   o (From Section B) Once determined that new and/or supplemental curriculum will be adopted, how will the Charter Holder evaluate curriculum options? What criteria will guide that process?
		   o (From Section C) Once determined that curriculum must be revised, what process will the Charter Holder use to revise the curriculum? What criteria will guide that process?	

Implementing Curriculum	• What will be the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder? • What tools will exist to identify what must be taught and when it must be delivered? • How will the Charter Holder ensure that all grade-level standards are covered within the academic year? • What will be the expectation for consistent use of these tools? How will these expectations be communicated?	• What ongoing process will the Charter Holder use to ensure curriculum is implemented with <u>fidelity?</u> What criteria will guide this process? How will these expectations be communicated to instructional staff? • What is the Charter Holder's ongoing process to ensure consistent use of <u>curricular tools</u>? How will these expectations be communicated to instructional staff? • What process will the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year? • This question has been eliminated and combined with question 2 in the PMP template about the tools and their use.	• Refer to the Terms to Know for all underlined terms.

	• What evidence will there be to demonstrate usage of these tools in the classroom and alignment with instruction?	• This question has been eliminated and combined with question 2 in the PMP template. Additionally, this would be accounted for in the "Evidence of Implementation" section.	
Alignment of Curriculum	• How will the Charter Holder know the curriculum is aligned to standards?	• What process will the Charter Holder use to verify that the curriculum is aligned Arizona's College and Career Ready Standards? • **New Question**: When adopting or revising curriculum, what process will the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?	
Adapted to Meet the Needs of Subgroups	• How will the Charter Holder ensure that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students? • How will the Charter Holder ensure that the curriculum addresses the needs of English Language Learners (ELLs)? • How will the Charter Holder ensure that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students? • How will the Charter Holder ensure that the curriculum addresses the needs of students with disabilities?	• **New Question:** How will the Charter Holder ensure that implemented curriculum meets the identified needs of students in the following subgroups?	• This section no longer requires action steps, but is instead a concise table with one question that applies to all 4 subgroups. • Whether or not the Charter Holder currently has students in each of the subgroups, a plan for all subgroups must be addressed in this section.

Area: Assessment

Section	Old PMP Question	New PMP Question Changes	Additional Guidance
Developing the System	• What types of assessments will the Charter Holder use?	• This question has been eliminated and replaced by a table. The table identifies specific information that must be indicated about for each assessment provided.	• Ensure the table is fully completed. • The Charter Holder's assessment system should be established and implemented. Action steps now describe ongoing processes for assessment.
	• What will be the process for designing or selecting the assessment system?	• This question has been replaced with a new question. • **New question**: What ongoing process will the Charter Holder use to evaluate assessment tools? What criteria will guide that process?	

	• How will the assessment system be aligned to the curriculum and instructional methodology?	• This has been divided into two separate questions in this section:
		  o What ongoing process will the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria will guide that process?
		  o What will be the Charter Holder's ongoing process to evaluate how the assessments are aligned to <u>instructional methodology</u>? What criteria will guide that process?
			• The Charter Holder should ensure that multiple types of assessment are used as part of the comprehensive assessment system.

	• What intervals will be used to assess student progress?	• This question has been eliminated. It is now addressed in the "When/how often is it administered?" section of the table. It should also be addressed through the "Frequency and/or Timing" components of the Action Steps.	

	• How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	• This question has been eliminated. It is now addressed in the "Assessment Tool" and "How is it used?" sections of the table.	
Adapted to Meet the Needs of Subgroups	• How will the assessment system address the assessment needs of students with proficiency in the bottom 25%/non-proficient students? • How will the assessment system address the assessment needs of ELLs? • How will the assessment system address the assessment needs of FRL students? • How will the assessment system address the assessment needs of students with disabilities?	• **New Question:** How will the system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	• Note that this section has been reordered from the original PMP. It now precedes "Analyzing the Assessment Data" and is Section B. • Whether or not the Charter Holder currently has students in each of the subgroups, all subgroups must be addressed in this section. • These questions have been replaced by a table. Ensure that the question posed in the table is completed for each subgroup.

Analyzing the Assessment Data	• How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?	• What will be the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	• Note that this section has been reordered from the original PMP. It now follows "Adapted to Meet the Needs of Subgroups". It is now Section C.
	• How will the analysis be used to evaluate instructional and curricular effectiveness?	• This question has been eliminated. It has been included through the use of criteria in questions 2 and 3.	
	• How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?	• This question has been divided into two separate questions in this section: o What will be the Charter Holder's ongoing process to make adjustments to curriculum based on the data analysis? What criteria will guide that process? o What will be the Charter Holder's process to make adjustments to instruction based on the data analysis? What criteria will guide that process?	

Area: Monitoring Instruction

Section	Old PMP Question	New PMP Question Changes	Additional Guidance

Monitoring Instruction	• What will be the Charter Holder's process for monitoring the integration of standards into classroom instruction?
	
	• How will the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?
	
	• How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?
		• All three original questions have been combined into one question with multiple components:
		   o What will the Charter Holder's ongoing process to monitor that the instruction taking place is
		     ▪ Aligned with ACCRS standards,
		     ▪ Implemented with <u>fidelity</u>,
		     ▪ Effective throughout the year, and
		     ▪ Addressing the identified needs of students in all 4 subgroups?
		
		• **New question:** How will the Charter Holder monitor instruction to ensure that it is leading all students to mastery of the standards?
			• Synthesize your answers to the three questions on the original PMP into one concise process that answers all of the components of the question. This process could contain multiple Action Steps.

Evaluating Instructional Practices	• What will be the Charter Holder's process for evaluating instructional practices? • How will this process evaluate the quality of instruction? • How will this process identify individual strengths, weaknesses, and needs?	• How will the Charter Holder evaluate the instructional practices of all staff? • What is the Charter Holder's ongoing process to identify the quality of instruction? • How will the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	

Providing Feedback that Develops the Quality of Teaching	• How will the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices? • How will the Charter Holder analyze this information?	• How will the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff members? • How will the analysis be used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	• Note that this section has been reordered from the original PMP. It now follows "Adapted to Meet the Needs of Subgroups". It is now Section D.
Adapted to Meet the Needs of Subgroups	• How will the Charter Holder evaluate instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students? • How will the Charter Holder evaluate instruction targeted to address the needs of ELLs? • How will the Charter Holder evaluate instruction targeted to address the needs of FRL students? • How will the Charter Holder evaluate instruction targeted to address the needs of students with disabilities?	• What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	• Note that this section has been reordered from the original PMP. It now precedes "Providing Feedback that Develops the Quality of Teaching". It is now Section C. • These questions have been replaced by a table. Ensure that the question posed in the table is completed for each subgroup. • Whether or not the Charter Holder currently has students in each of the subgroups, a plan for all subgroups must be addressed in this section.

Area: Professional Development

Section	Old PMP Questions	New PMP Question Changes	Additional Guidance
Developing the Professional Development Plan	• What will be the Charter Holder's professional development plan?	• What will be the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	
	• How will the professional development plan be developed?	• This question has been eliminated. These processes are now included in the preceding question with added language for increased clarity.	
	• How will the professional development plan be aligned with instructional staff learning needs?	• What will be the Charter Holder's ongoing process to ensure the professional development plan is aligned with instructional staff learning needs? What criteria are used to make those determinations?	
	• How will the professional development plan address areas of high importance?	• What will be the Charter Holder's ongoing process to address areas of high importance in the professional development plan? How are the areas of high importance determined?	

Supporting High Quality Implementation	• How will the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	• What will be the Charter Holder's ongoing process to provide <u>support</u> to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	• Note that this section has been reordered from the original PMP. It now follows "Adapted to Meet the Needs of Subgroups". It is now Section C.
	• How will the Charter Holder provide the resources that are necessary for high quality implementation?	• What will be the Charter Holder's ongoing process to identify <u>concrete resources</u>, necessary for high quality implementation, for instructional staff?	• Ensure you read the Terms to Know to clarify the difference between "support" and "concrete resources".
Monitoring Implementation	• How will the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	• What will be the Charter Holder's ongoing process to monitor the implementation of the strategies learned in professional development sessions?	• Note that this section has been reordered from the original PMP. It still follows "Supporting High Quality Implementation". However, it is now Section D.
	• How will the Charter Holder follow-up to support and develop implementation of the strategies learned in professional development?	• How will the Charter Holder follow-up with instructional staff, regarding implementation of the strategies learned in professional development?	

| **Adapted to Meet the Needs of Subgroups** | • How will the Charter Holder provide professional development that addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
• How will the Charter Holder provide professional development that addresses the needs of ELLs?
• How will the Charter Holder provide professional development that addresses the needs of FRL students?
• How will the Charter Holder provide professional development that addresses the needs of students with disabilities? | • Questions have been replaced by a directive: Based on how the professional development plan is developed, identify how the Charter Holder will provide professional development to ensure instructional staff is able to address the needs of students in all four subgroups. | •Note that this section has been reordered from the original PMP. It now precedes "Supporting High Quality Implementation". It is now Section B.

•Whether or not the Charter Holder currently has students in each of the subgroups, all subgroups must be addressed in this section. |

Area: Graduation Rate

Section	Old PMP Questions	New PMP Question Changes	Additional Guidance
Graduation Rate	See New Sections	See New Sections	This Section has been eliminated and replaced with 2 newly named sections.
New Section: Monitoring Progress Towards Timely Graduation	• (From Graduation Rate) How will the Charter Holder monitor, review and update individual student plans for academic and career success? • (From Graduation Rate) How will the Charter Holder identify students experiencing academic difficulty?	• What will be the Charter Holder's ongoing process to create academic and career plans? • What will be the Charter Holder's ongoing process to monitor and follow-up on student progress towards completing goals in academic and career plans? What criteria will guide that process?	
New Section: Addressing Barriers to Timely Graduation	• (From Graduation Rate) What strategies will the Charter Holder utilize to address early academic difficulty?	• What will be the Charter Holder's ongoing process for providing timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time? • **New Question:** What is the Charter Holder's ongoing process to evaluate these strategies to determine effectiveness? What criteria will guide this process?	

Area: Academic Persistence

Section	Old PMP Questions	New PMP Question Changes	Additional Guidance
Strategies for Continuous Enrollment	• How will the Charter Holder identify students who are at risk of dropping out or failing? • How will the Charter Holder provide timely interventions for students who are at risk of dropping out or failing?	• What is the Charter Holder's ongoing process to measure levels of <u>engagement</u>? What criteria will guide this process? • What will be the Charter Holder's ongoing process to provide timely intervention for students demonstrating potential for <u>disengagement</u>? • **New Question:** What is the Charter Holder's ongoing process to evaluate these strategies to determine effectiveness? What criteria will guide this process?	• Refer to the Terms to Know for clarification on any underlined terms.